DOCUMENT RESUME

ED 037 379 SP 003 579

TITLE	Job Corps: Guidance Training for Today.
INSTITUTION	American Association of Colleges for Teacher Education, Washington, D.C.
SPONS AGENCY	Office of Economic Opportunity, Washington, D.C.
PUB DATE	70
NOTE	13p.
AVAILABLE FROM	American Association of Colleges for Teacher Education, 1 Dupont Circle, N.W., Washington, D.C. 20036 (Free)
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	*Counselor Training, Disadvantaged Youth, *Practicums, Secondary School Counselors
IDENTIFIERS	Job Corps Centers

ABSTRACT

The American Association of Colleges for Teacher Education (AACTE) Job Corps Student Teaching project focused on Job Corps centers as feasible environments for providing realistic counseling experiences for counselors-in-training. Major training objectives were to provide the University of Maine counselor trainee actual counseling experience with disadvantaged youth and the Job Corps trainee an opportunity to interact with a counselor who has differing values; to utilize educational and occupational materials as resources for widening the aspirational level of Job Corps trainees; to expose the counselor trainee to a variety of counseling cases; to examine Job Corps materials for potential use in public school settings. Eight trainees selected from 24 registered for counseling practicum participated in the project at the Poland Springs Job Corps Center, a residential facility for 1,100 women, ages 16-21. Each trainee worked with at least two Job Corps trainees on the day he was at the center and participated in the traveling seminar held during the 4-hour round trip between the campus and center. A series of inservice seminars was also instituted for the 22 resident counselors of the Job Corps center. Analysis of logs, counselor trainee reports, and Job Corps staff member reports indicates that the valuable experience of working with disadvantaged youths gave trainees knowledge and practice not readily available in didactic course presentations. (Other findings are discussed and recommendations listed.) (JS)

ED037379

JOB CORPS: Guidance Training for Today

American
Association
of Colleges
for Teacher
Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROCESS WITH MICROFICHE
AND PUBLISHER'S PRICES.
MICROFICHE REPRODUCTION
ONLY.

SP003 579

JOB CORPS: Guidance Training For Today

The work reported herein was performed pursuant to a contract with the Office of Economic Opportunity, Executive Office of the President, Washington, D. C. 20506. The opinions expressed herein are those of the author and should not be construed as representing the opinions of the United States Government.

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

Published 1970 by
American Association of
Colleges for Teacher Education
One Dupont Circle
Washington, D. C. 20036

Library of Congress
Catalog Card Number: 75-116449
Standard Book Number: 910052-45-X

For many years there has been a growing awareness of the need for laboratory experiences for preservice educational personnel in a nonschool setting.

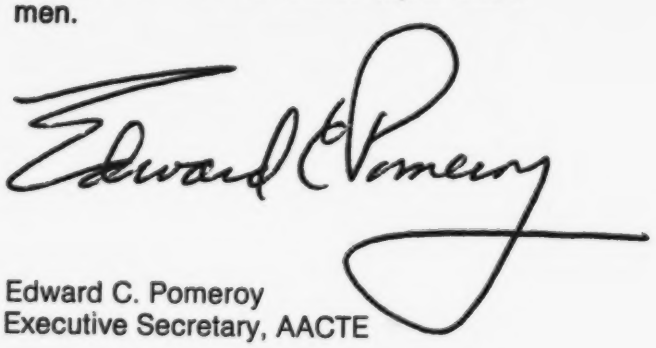
In the fall of 1968, the AACTE, in conjunction with the Job Corps, developed a program which utilized Job Corps centers as the site for student teaching experiences for elementary and secondary student teachers.

The experience of placing student teachers in such centers gave birth to the idea of using Job Corps centers as practicum sites for graduate students in the field of guidance and counseling.

Acting on this idea, the Association invited the University of Maine to develop a program for its graduate students which would test this concept.

Dean Mark Shibles responded promptly to this request, and Dr. Charles Ryan was appointed director of the program.

Much of the success which this totally new experience achieved is due to the flexible and creative leadership of these men.



Edward C. Pomeroy
Executive Secretary, AACTE

The Poland Spring Story

by
Charles W. Ryan
University of Maine
Orono, Maine

Part 1

Introduction

In the winter of 1968, the American Association of Colleges for Teacher Education invited the College of Education of the University of Maine to participate in the AACTE-Job Corps Student Teaching Project. The project was to focus on Job Corps centers as feasible environments for providing realistic counseling experience for counselors-in-training. Specifically, it was expected that the counselor trainee would meet with disadvantaged youths in need of special understanding of their unique problems by the counselor.

In developing the program, the counselor education staff was particularly concerned that the trainee have a variety of actual counseling experience with ghetto and rural youths, and also with youths who subscribe to differing value systems. In past counseling practicums, the counselor trainee has been assigned to a "typical" secondary school situation with its attendant goals and value structure. The AACTE-OEO Project provided an excellent opportunity to expose the trainee to a different experience. Also, the Job Corps center provided an opportunity to integrate theoretical learnings with actual practice in a learning situation where new approaches were needed. As Gross has suggested, counselors need to test their value systems against the harsh world of reality.[1] The Poland Spring Job Corps Center provided this experience. It also offered the counselor trainee a chance to test his counseling, testing, and group procedure skills with youths who were suspicious of traditional counseling approaches.

The counselor education staff for Poland Spring was able to examine the following questions:

- Do traditional counseling approaches work with disadvantaged youths?
- Do disadvantaged youths voluntarily seek counseling?
- Do disadvantaged youths accept the counselor's interpretation?

Our findings suggest that traditional procedures of training counselors are ineffective preparation for dealing with the myriad problems that Job Corps trainees present. In retrospect, counselors need training to prepare them to function in a variety of settings. Traditional teacher education and counselor training programs have not typically provided this.

To deal with the wide range of problems that plague disadvantaged youths, counselor trainees were encouraged to be experimental in their approach. What was needed was a reconstruction of traditional practicum techniques to meld with the demands of a unique learning experience. From this real learning situation it was expected that a model would develop which emphasized new training and supervision techniques for counselor education. In this respect, we were not disappointed. Our findings suggest that the counselor must help influence the learning climate in addition to providing a counseling service. Role development of the counselor is in flux at this stage in the development of the profession because of the advent of such projects as Job Corps. Additional implications will be drawn in a later section of this report.

To summarize: The major training objectives of the project were:

- To provide the University of Maine counselor trainee actual counseling experience with disadvantaged youth.
- To provide the Job Corps trainee an opportunity to interact with a counselor who has differing values.
- To utilize educational and occupational materials as resources for widening the aspirational level of Job Corps trainees.
- To expose the counselor trainee to a variety of counseling cases.
- To examine Job Corps materials for potential use in public school settings.
- To provide counseling service consistent with American Personnel and Guidance Association guidelines and standards.

In essence, the objectives were to be viewed as guidelines for the practicum experience at Job Corps.

Part 2

Program Description

The Poland Spring Job Corps Center was a residential facility for 1,100 young women between sixteen and twenty-one. These corpswomen, who were recruited from states east of the Mississippi River, reflected the typical deprivation syndrome associated with rural and ghetto poverty. The eight counselor trainees who participated in the project were selected from a pool of twenty-four who registered for the counseling practicum during the spring term of 1968. Selection and screening were carried out by the project director, Charles W. Ryan, associate professor of education. The Poland Spring practicum began in February and closed in May of 1968.

It was expected that each counselor trainee who participated in the Poland Spring practicum would work with at least two Job Corps trainees on the day he was at the center. This figure was determined in accordance with American Personnel and Guidance Association standards, which specify that each counselor trainee should have thirty supervised hours of counseling during his practicum. The APGA standards further recommend that counselor trainees should have laboratory experiences in realistic settings. A recent policy statement by the Association for Counselor Education and Supervision (a division of APGA) strongly urges counselor educators to provide their trainees with experience in nonschool settings.[2] The direct intent of this statement is to encourage those responsible for the training of school counselors to utilize settings such as Job Corps, neighborhood youth centers, and manpower development training programs. APGA as a professional body is determined that professional school counselors reexamine and renew their commitment to less fortunate members of American society. A portion of the guidelines are presented here to illuminate our concern. The practicum should:

- Be conducted in an appropriate setting on and/or off campus.
- Consist of individual counseling and small-group work, both under supervision.
- Provide experience with several secondary school age youths.

As Moore succinctly states "... an organization concerned with counseling individuals must be willing to see these individuals in the context in which they live."[3] The Poland Spring practicum exposed counselor trainees to the differing values and perceptions of the socially-economically deprived.

A unique feature of the Poland Spring practicum was the Traveling Seminar. The long trip between the campus and the center demanded that productive use be made of travel time. The time from Orono to Poland Spring is four hours per round trip, a distance of about 250 miles. Therefore, a series of planned seminars were conducted during the trip with particular emphasis on counseling. The list of topics included the following:

- Philosophical belief and counseling practice
- Counseling techniques for educationally deprived youth
- Counseling terminology—some definitions
- Counseling the Negro and Puerto Rican
- Understanding the language of adolescents
- Job Corps trainees—what are they like?
- How to analyze the counseling interview

In addition to planned topics, the counselor trainees were constantly raising issues of concern for our discussions. Some of the following were significant examples:

- How can I help Job Corps trainees to learn introspective thinking?
- How can I curb my middle class impatience?
- What role do vocational daydreams assume in counseling?
- What is the university's role in providing education for upward mobility?
- What factors must be considered in order to have successful group counseling?
- How do I stimulate educational-occupational planning?

In many respects the Traveling Seminar was the most valuable part of our experience. The opportunity for a small group of graduate students to participate in a weekly four-hour seminar provided for deeper and more personal interaction on these topics. Quite frankly, the project director was mentally exhausted upon return to the campus. The in-depth learning occurred when faculty member and counselor trainee shared perceptions and knowledge while analyzing counseling goals.

A series of in-service seminars was instituted for the twenty-two resident counselors of the Job Corps center. In this endeavor the emphasis was on upgrading counselor competency. The center counselors were encouraged but not required to participate. The high rate of attendance indicated the degree of the resident counselors' enthusiasm.

Specifically, seminar goals were:

- To develop a professional dialogue between Job Corps counselors and University of Maine counselor trainees.
- To aid the Job Corps counselors in further developing their skills.

Each seminar centered on a basic topic, with emphasis on interaction between the participants. Since many of the Job Corps counseling staff lacked formal training as counselors, it was essential that a theoretical base be presented prior to discussion. The following topics were presented:

- Group-counseling—procedures, goals, techniques.
- Counseling theories. A review of five philosophical positions related to counseling—rationalism, idealism, pragmatism, phenomenology, and existentialism—were examined for counseling practice and implementation.
- Philosophy in counseling. The focus was on developing the philosophical understanding of the counselor as related to his particular belief system.
- Videotaping as an aid in evaluating the counseling process.

In all, seven complete seminar sessions were held prior to the end of the practicum.

Other members of the counselor education staff were available as consultants when needed. Their support of the program was enthusiastic, as evidenced by the willingness of the department to assume the course responsibilities of the director. In addition, they were available to criticize tapes and give advice on the numerous logistical problems that developed during the Poland Spring practicum. An off-campus practicum in a Job Corps center demanded a broader conceptualization of supervision than that traditionally practiced. Supervision at Poland Spring demanded that meals, travel expenses, facilities for counseling, case conferences with Job Corps staff, etc., all be coordinated by the director. The university supervisor was required to devote considerable time to liaison activities between the Job Corps and the university. Without the support of a campus-based staff, a program of this type cannot succeed. From the university president, dean of the College of Education, and counselor education staff, the support was total.

Part 3

Program Evaluation

A project of this magnitude, with its heavy emphasis on providing counseling services, demands some attempt to ascertain the effectiveness of the effort. It is difficult to detail with exactness all of the experiences and learning that our counselor trainees gleaned from the experience. In an orientation session prior to beginning the practicum, it was suggested that the trainees view this experience as preparation for challenges not yet formulated. Societal needs, particularly those of the poor, will demand the attention of counselors for decades to come. The evidence to date supports this hypothesis.

In gathering evaluative data, consideration was given to both enumerative and subjective information. The following procedures were utilized by the director in assessing the impact of the off-campus practicum on both counselor trainees and Job Corps personnel:

- Counselor trainees' opinions of the project were elicited via a recorded interview. The tapes were analyzed for critical reactions regarding the project.
- Daily log reports of the counselor trainees were analyzed for content that would suggest modifications in future endeavors. Also, their daily reports provided immediate responses to what occurred during their day at the Job Corps center. Perceptual data has obvious limitations, but in this instance the logs provided information as our trainees saw and reacted to their Job Corps experiences.
- Seminar comments from the Job Corps counseling staff were recorded and analyzed for suggestions to improve or modify the practicum program.
- A small sample of Job Corps trainees were interviewed; the data was inconclusive regarding the success or failure of counseling.

It is most important that any evaluation of counseling efforts examine behavior data in relation to changes in those counseled; however, not enough time elapsed between the start and finish of efforts to detect any significant long-term changes in those receiving counseling. There was evidence of superficial change in several Job Corps trainees, but after counseling is terminated a latency period often occurs before the client initiates some effort to alter his behavioral pattern. However, by analyzing counseling tapes made at the Job Corps, it is evident that educational and occupational data was sought by these girls, in addition to information about self.

To provide some idea of our evaluative efforts, the following data was compiled. It is subjective, but offers a partial answer to the question of whether programs of this nature are *successful.* At this time, data is available to answer questions regarding objectives 1 through 6. This evaluation will restate each of the objectives in question form.

Objective 1: To provide the University of Maine counselor trainee actual counseling experience with disadvantaged youth.

Question: Was actual counseling experience with disadvantaged youth provided?

Table 1
Actual Number of Counseling Sessions

	No. of Clients	No. of Actual Interviews	Average No. of Sessions per Client
Trainee 1	3	15	5
Trainee 2	6	15	2.5
Trainee 3	6	14	2.4
Trainee 4*	28 (3 Groups)	—	13 sessions
Trainee 5	6	40	6.6
Trainee 6*	9 (2 Groups)	—	13 sessions
Trainee 7	11	24	2.2
Trainee 8	14	17	1.2

N = 8 Counselor trainees. A total of 125 individual counseling sessions were conducted during the Job Corps practicum.
*Group Counseling

Objective 2: To provide Job Corps trainees with the opportunity to interact with a counselor who subscribes to different values.

Question: Were Job Corps trainees given the opportunity to interact with counselor trainees who subscribe to different values?

Table 2
Value Systems of Counselor Trainees

Counseling Sessions	Value Systems	Measured APBI* Value System
125, plus group sessions, were actually conducted	The counselor trainee from the University of Maine reflects typical middle class values. This was in contrast to the prevailing value system of Job Corps trainees.	8 Counselor Trainees: 5 - Phenomenologists 3 - Pragmatists

N = 8 Counselor Trainees
*Ames Philosophical Belief Inventory

In order to support the above assertion, each counselor trainee was administered the Ames Philosophical Belief Inventory (1968)[4] and interviewed in conjunction with an adjunct research project under the direction of Dr. Charles W. Ryan and Dr. John Butzow. In addition, each counselor trainee was asked to provide one "typical" tape of a counseling session for philosophical analysis. This data has been analyzed in a separate study. Our findings suggest that this particular sample of counselor trainees adheres to typical middle class values in regard to level of aspiration, desire for status, and ability to discriminate in problems of moral judgment along a continuum of traditional values.[5]

Objective 3: To utilize educational and occupational materials as resources for widening the aspirational level of Job Corps trainees.

Question: Were educational and occupational materials used in the counseling sessions?

The impact of printed material upon anyone counseled is difficult to assess once the client leaves the counseling session. Often a latency period occurs during which the client makes numerous decisions that may be the result of reaction to material introduced by the counselor.

An analysis of counselor trainees' logs revealed the following typical comments regarding the use of educational-occupational materials in the Job Corps practicum:

> ". . . some reluctance to use standardized tests to determine interest patterns."
>
> ". . . a need for more structure in using materials. We need more emphasis on planned use of vocational information."
>
> "The Corpswomen need more information about the training program and what employment possibilities this will lead to."
>
> "Not enough emphasis on educational-vocational material."

The flavor of these log reports indicates an absence of *real* concerted use of educational-vocational materials. It seems that the major part of the counseling efforts were devoted to personal adjustment problems. This suggests that Job Corps trainees bring to the center overwhelming personal problems that demand immediate counseling. Almost all counseling efforts were devoted to developing positive self-images. An analysis of tapes, interview reports, and logs has supported this interpretation. In order to raise the aspirational level of disadvantaged females such as those in the Job Corps, counseling efforts must be directed to self-concept counseling in the early training stages. Productive goal setting will not occur until the Corpswomen have developed a sense of security and worth as people. Many of the trainees that the counselors encountered at Poland Spring present a personality pattern that reflects despair and hopelessness. As a result, the counselor trainees were forced to focus on positive image-building, to the detriment of long-range planning.

Table 3
Counseling Problems Encountered Among Jobs Corps Clients

Types of Problems	Number	Per Cent
1. Educational	7	5%
2. Vocational	15	18%
3. Personal, i.e., getting along with others, feelings of inferiority, poor self-concept	63	77%

N = 83 actual clients

In many respects the need to focus on personal development limited the use of educational-occupational materials. The Job Corps trainees were unable to utilize the data until they had developed self-confidence.

Objective 4· To expose the counselor trainee to a variety of counseling cases.

Question: Did the counselor trainee interview a variety of Job Corps trainees with various problems?

The reports submitted by each counselor trainee indicated that a majority of the problems stemmed from feelings of personal alienation, anxieties about finding a job, wanting a transfer, homesickness, and rejection of dormitory life. This data was obtained from counseling tapes and individual client reports compiled by each trainee. Table 3 indicates that the majority of counseling cases were centered around personal concerns. In this respect, the goal of providing a practicum experience with attention to problems of an educational-occupational nature was not met. In future training programs to upgrade disadvantaged youths, it would be essential to concentrate on self-concept development immediately. Until disadvantaged youths have a positive view of their potentials, any effort to upgrade their vocational skills has little chance of success.

Objective 5: To examine Job Corps materials for possible implementation and use in public school settings.

Question: Were Job Corps teaching materials examined for possible implementation and use in public school settings?

This objective was posed in anticipation that our counselor trainees would be devoting a considerable amount of their time to educational-vocational counseling. As noted earlier (see Table 3), this was not the case. Our original goal was to meld counseling practice with the curriculum objectives established by the center's instructional staff. With a primary emphasis on vocational training permeating the Poland Spring Center, it was assumed that our counseling efforts would support this. However, many of the corpswomen needed self-concept development before they were able to blend the purposes of the instructional program with their personal goals. As a result, efforts to utilize the Job Corps materials and analyze their potentials for use in public schools were not accomplished. All of our trainees visited classes, talked with instructors, and elicited opinion data from the corpswomen regarding the curriculum and materials. The response was unanimous in support of what was being done through the instructional program to help Job Corps trainees find a better life.

To gather reliable empirical data about materials developed in Job Corps centers, it is essential to have a carefully controlled pre-test, post-test control group study. The original establishment of goals and objectives did not allow for this type of activity. This should be carefully considered in future endeavors involving counselir.g trainees in Job Corps settings.

Objective 6: To provide counseling services consistent with the American Personnel and Guidance Association guideline and standards.

Question: Were APGA guidelines and ethical standards adhered to and consistent with the policy of this association?

All reports, observations, and interactions with the Job Corps trainees and University of Maine counselor trainees were in accordance with the highest professional stand-

ards. Confidences of individual clients were protected at all times. Only staff members with a professional interest in the clients' well-being were invited to share information in staff conferences and other remedial efforts. This was essential because many of the Job Corps trainees were suspicious of such devices as tape recorders and of other counselors who would work with their regular counselor. One observation that may clarify the above statement deals with counselor-client relationships. In many counseling sessions, a great deal of time was devoted to developing mutual trust and confidence. Quite often there was a hidden agenda that hindered effective counseling. In some cases, several interviews had to be devoted to developing trust before any significant progress could be made on the client's problem.

In retrospect, the counselor education staff would endorse continued use of Job Corps facilities as placement centers for counselor trainees. Logistical problems such as missing tape recorders, unannounced interruptions of counseling sessions, and the long distance between the university and the Job Corps center can be overcome. Excellent cooperation from the Job Corps center's staff was crucial in alleviating any tensions the counselor education staff may have felt at certain times, particularly in the first month of operation. In short, the valuable experience of working with disadvantaged youths gave our counselor trainees knowledge and practice that is not readily available in didactic course presentations.

Recommendations

The findings of this project suggest that as professional educators we must make strong efforts to change traditional practices in supervision. There is evidence that counselors of the future will work in areas other than typical public school settings. In a program which involves a university and nonschool agency there is considerable opportunity for experimentation and innovation in the areas of supervision and practice. Supervision must be viewed in a wider context—one that will help prospective counselors understand their own personal attitudes toward persons of lower socioeconomic status. The role of the university must encompass action programs that train counselors to be agents of change for those in our society who have not succeeded.

Exposure to various culture groups has provided our counselor trainees the opportunity to interact with differing value systems, and to counsel disadvantaged students who are handicapped academically, socially, and in personal development.

In addition to the above, the daily logs maintained by each counselor trainee contained several specific recommendations for future counseling projects in Job Corps settings:

- Counselors in Job Corps settings should render equal time to self-concept development and not concentrate solely on vocational decision-making skills.
- Counselors need to define in clear, concise terminology their role and function in relation to Job Corps trainees.
- In-service training seminars must be an integral part of Job Corps staff routine and function in conjunction with the project.
- Counselors in Job Corps settings must create stability for their clients by adhering to time limits in counseling interviews, being prompt for their meetings, and respecting the confidential aspect of each client's problem. Above all, counselors must be consistent in their relationships with Job Corps trainees.
- Counselors in Job Corps settings must respect the integrity and worth of the trainee as a person and develop a relationship that stresses trust and mutual respect.
- Resident advisors must be carefully screened prior to placement in this sensitive position. The liaison function of this position between counselors and Job Corps trainees demands a person with some professional training in student personnel.

In essence, our counselor trainees were unanimous in their support of this program. For our counselor trainees the greatest growth was in understanding and deeper concern for victims of poverty. The opportunity to work in close interaction with disadvantaged students was challenging in its complexities. Routine solutions did not work and each trainee was forced to call on creative innovations from his own natural resources.

Summary

Was the counseling practicum conducted at the Poland Spring Job Corps Center a valid experience for beginning counselors? Analysis of logs, counselor trainee reports, and Job Corps staff members' reports by the university supervisor indicate that it was.

Do the teaching materials used in Job Corps centers have broad application in the public schools? The unique purpose of the University of Maine Project did not lend itself to answering this specific question. However, the counseling manual developed for Job Corps centers is suitable for public school settings.

Finally, was the opportunity to counsel in a Job Corps center valuable for counselor trainees who may accept positions in inner city or rural neighborhoods? Yes, without question. Counselor trainees were enthusiastic in their endorsement of the Job Corps environment for practicum utilization. The graduate students deserve special thanks for their support of the project and the University of Maine Counselor Education Program.

References

1. Gross, E. "Counselors Under Fire: Youth Opportunity Centers." *Personnel and Guidance Journal* 47: 404-409; 1969.

2. Longhary, J. W., Stripling, R. O., and Fitzgerald, P. W., editors. *Counseling A Growing Profession*. Washington, D. C.: American Personnel and Guidance Association, 1965.

3. Moore, G. D. "President's Message." *Counselor Education and Supervision* 8: 91-92; Winter 1969.

4. Ames, K. W. "The Development of an Instrument for Assessing the Philosophical Positions of School Counselors." *Counselor Education and Supervision* 7: 335-340; Summer 1968.

5. Ryan, C. W. and Butzow, J. W. "Philosophical Position in Counseling." College of Education, University of Maine, 1969. (Unpublished)